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ABSTRACT

This publication describes general conditions and problems affecting secondary education in Albania. Section 1 highlights the political, socioeconomic, and educational context of the country. Since World War II, Albania has experienced an increase in the number of students that was not matched by qualitative improvement necessary in a democractic society and cultivation of xenophobia, resulting in considerable impoverishment of the cultural, aesthetic, and social education of the new generation. Section 2 discusses educational issues such as the restructuring of vocational education, technical schools, special education, general secondary education, teachers, the school as an entity and as a community, and problems and perspectives. Problems include the declining numbers of students in secondary technical and vocational education, enrollment disparities between rural and urban areas, vandalism, an increased dropout rate, and scarce textbooks. Planned reform guidelines address: (1) the development of a new legislative framework; (2) the complete revision of textbooks for all levels; (3) the restructuring of educational administration at all levels; and (4) the procurement of necessary financial resources. Seven tables are included in the appendix. (LMI)

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Collection
Education

Secondary education in Albania

Council of Europe Press

EA 027 607

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Secondary education in Albania

by Ylli Pango

Guide to secondary education in Europe
Editor Denis Kallen

A secondary education for Europe
Council for Cultural Co-operation

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The **Council of Europe** was founded in 1949 to achieve greater unity between European parliamentary democracies. It is the oldest of the European political institutions and has thirty-nine member states,[1] including the fifteen members of the European Union. It is the widest intergovernmental and interparliamentary grouping in Europe, and has its headquarters in the French city of Strasbourg.

Only questions related to national defence are excluded from the Council of Europe's work, and the Organisation has activities in the following areas: democracy, human rights and fundamental freedoms; media and communication; social and economic affairs; education, culture, heritage and sport; youth, health, environment and regional planning; local democracy; and legal co-operation.

The **European Cultural Convention** was opened for signature in 1954. This international treaty is open to European countries that are not members of the Council of Europe, and it enables them to take part in the Organisation's programmes on education, culture, sport and youth. So far, forty-four states have acceded to the European Cultural Convention; the Council of Europe's full member states plus Belarus, Bosnia-Herzegovina, Croatia, the Holy See and Monaco.

The **Council for Cultural Co-operation** (the CDCC) is responsible for the Council of Europe's work on education and culture. Four specialised committees – the Education Committee, the Standing Conference on University Problems, the Culture Committee and the Cultural Heritage Committee – help the CDCC to carry out its tasks under the European Cultural Convention. There is also a close working relationship between the CDCC and the regular conferences of specialised European ministers responsible for education, culture and cultural heritage.

The CDCC's programmes are an integral part of the Council of Europe's work, and, like the programmes in other sectors, they contribute to the Organisation's three overarching policy objectives for the 1990s:

– the protection, reinforcement and promotion of human rights and fundamental freedoms and pluralist democracy;

– the promotion of an awareness of European identity;

1. Albania, Andorra, Austria, Belgium, Bulgaria, Czech Republic, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldava, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", Turkey, Ukraine, United Kingdom.

– the search for common responses to the great challenges facing European society.

The CDCC's education programme covers school, higher and adult education, as well as educational research. At present, there are projects on: education for democratic values; history; modern languages; school links and exchanges; the reform of secondary education; access to higher education; the reform of legislation on higher education in central and eastern Europe; academic mobility; and educational documentation and research.

In 1991, the Council for Cultural Co-operation of the Council of Europe launched a project entitled "A secondary education for Europe". The aims of the project are to:

– give young people the knowledge, skills and attitudes they will need to meet the major challenges of European society;

– prepare young people for higher education, and for mobility, work and daily life in a multilingual and multicultural, democratic Europe;

– make young people aware of their common cultural heritage and their shared responsibilities as Europeans.

This project has two elements: the first devoted to reflections and consultations among the member states on the overall policies and strategies, and the second on the European dimension in the school curriculum.

The series entitled "Guide to secondary education in Europe" sets out to present in a synthetic form – country by country – the major elements of secondary education structures and policies that exist in CDCC member states.

Each guide has been written, on the basis of a common analysis, by experts designated by the authorities in each country concerned.

Denis Kallen has undertaken the difficult task of the general co-ordination of this series, guaranteeing its coherence and thus allowing comparisons to be made among countries.

Given that this is a field in which developments sometimes take place very quickly and are of an almost permanent nature, it is possible that, despite the considerable efforts made to take into account the latest reforms in the pipeline, certain changes may have taken place since the manuscript was originally received.

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Introduction

The following text does not claim to be an historical analysis of the development of education in Albania; it simply sets out a number of general considerations which should help the reader to understand the problems affecting education in Albania.

By the end of the second world war the Albanian economy was in ruins. The illiteracy rate was over 80% and the education system needed to be almost entirely rebuilt.

The Albanians, the most ancient and also the most indigenous of the Balkan peoples, have always loved culture and education, and have made many sacrifices over the last fifty years to provide schooling for their children and the next generation.

However, investment in education has suffered as a result of the economic crisis the country has been experiencing in recent years. In 1990, educational expenditure accounted for 6% of GNP, but by 1992 this had fallen to around 5%, whilst its share in total government expenditure had fallen from 9% to approximately 8%. In absolute terms, the fall in educational expenditure is even more spectacular: from almost 1 000 million lek in 1990 to a little over 300 million Lek in 1992. During the same period, GNP fell by almost 40%.

Education at all levels had been politicised and "ideologised" in the extreme by the communist government. During this same period, the increase in the number of pupils attending school was not matched by the qualitative improvement necessary in a society undergoing modernisation, where national and universal values would occupy first place and where the new generation would be exposed to the values of humanism, tolerance, equality, human rights and the unrestricted circulation of ideas, thus preparing them for a democratic society where all are equal before the law.

Xenophobia was cultivated towards foreign schools and, indeed, towards anything foreign, resulting in considerable impoverishment of the cultural, aesthetic and social education of the new generation.

I. The political, socio-economic and educational context

The great political, economic and social transformations that have occurred in recent years have created the necessary conditions for the democratisation of education. Two years ago, although our schools were in a deplorable state, the education world and, in particular, the Ministry of Education and its specialised institutions committed themselves fully to planning and implementing educational reform.

However, this educational reform poses many problems. It is closely linked with the new education act. In a very short space of time we have to make good the omissions of fifty years. We are delighted to announce that the Ministry of Education has drawn up a bill for the education system, which will be put before parliament for debate and approval.

The reform will transform the structure of education, the different levels, their content, their administration (closely linked to changes in the responsibility of the different levels of administration), and the status of teachers. It will create new co-operation relationships between the school and the family and among teachers, parents and pupils, etc.

Current educational policy is designed to overcome the problems which have arisen in the last two years (see appendix), both in the planning of educational reform and in its implementation.

The ministry has secured the support of the Council of Europe and of a number of associations and foundations to resolve the problems that are presently preventing education from developing under normal conditions.

Within the context of a global strategy for the development of the school system, and in addition to the resolution of urgent problems, the ministry is responsible for the planning and implementation of educational reform.

The guidelines for this reform are:

– the drafting of basic legislation and the creation of a new legislative framework;

– the complete rewriting of textbooks for all levels and at all stages;

– the restructuring of the educational administration at all levels;

– securing the necessary financial resources for the development of education.

Education in the Republic of Albania is open to all and is financed entirely by the state. The critical situation that has prevailed in the country for several years has led international organisations and foreign associations and foundations to provide humanitarian aid for the purpose of rebuilding and repairing school buildings. Especially in the villages, many school buildings had been heavily damaged during the unrest that accompanied the end of the communist regime. On the other hand, a great number of buildings had been occupied by people in search of housing and great damage had been done to equipment and furniture. The total cost of rebuilding, repairs and replacement of damaged or stolen furniture and equipment was in an unofficial report from the Ministry of Education estimated at one thousand million leks or the equivalent of two years' investment budget in education.

The parents' contribution towards the education of their children is limited to providing textbooks, which can be bought at less than cost price.

Education in Albania is centralised. The ministry draws up the curriculum and approves the syllabuses (prepared by the Pedagogical Research Institute) and the textbooks (published by the Textbook Press).

The same textbooks and other teaching materials are used in schools of the same category throughout the country.

During the final year of the eight-year period of education, pupils are tested and assessed by teachers (internal assessment) and by national examinations (external assessment) in their mother tongue, literature and mathematics and also during the final year of general secondary school in mathematics, physics and literature. In vocational schools examinations are taken in mathematics and in the theoretic and practical aspects of the subjects studied.

Secondary schools admit pupils who have completed the eight-year period of compulsory education. At present secondary education encompasses fifty-two categories and branches, of which agricultural training occupies a predominant position.

Secondary education includes:

– high schools (general education);

– industrial vocational schools (engineering, electricity, technology, geology, oil-industry, oil-well drilling);

– medical vocational schools (midwifery, nursing);

– teacher training colleges.

The number of schools for each branch is given in the appendix.

The percentage of pupils completing compulsory education and going on to secondary education is constantly rising. In 1989, approximately 74% of those leaving compulsory education went on to continue their studies in secondary education. In rural areas the figure was 66%. By 1995, the transfer rate is expected to be between 85% and 87%, rising to 95% by 2000. However, in the past the proportion of young people going into secondary education had fallen, as had the number of 14 to 18-year-olds in secondary education. This was 65% in 1980, falling to 40% in 1992. In addition, there was an enormous increase in the disparities between town and country areas probably due, amongst other things, to an increase in the number of young people in rural areas involved in agricultural and tourism activities in new, small, private family businesses.

There has been a drastic fall in the number of pupils studying technical and vocational subjects, in particular, from around 135 000 in 1980 to 40 000 in 1992.

During the 1991/92 academic year, there were 150 000 pupils in secondary education. However, about one in five left without completing their studies, especially in agricultural areas. It must be said that agricultural colleges have not been able to adapt to the radical changes in agriculture, especially those caused by the privatisation of land and farms, which produced thousands of small private economies.

The Ministry of Education determines the entry criteria for secondary education and also decides the conditions under which pupils may transfer from one type of school to another.

II. Issues section

1. The present situation

The principal aims of secondary education are intellectual development, improving social and cultural skills and developing pupils' ability to use the literature of their chosen field either in higher education or in their work.

The principal aim of general secondary education (high school) is to ensure that pupils receive a satisfactory education that extends and consolidates the knowledge acquired during their period of compulsory education.

In recent years, syllabuses have been "de-ideologised", especially those relating to the humanities. New subjects have been introduced, such as "social education" (see appendix). As an emergency measure, efforts were made to adapt textbooks, particularly those used in economics and philosophy, etc., but further reforms relating to the content of courses will clearly be necessary within the context of educational reform.

The vocational education system

Teaching in vocational schools is aimed at developing the theoretical and practical knowledge necessary for different occupations. On leaving these schools, pupils have access to a wide range of occupations.

Vocational education occupies a very important place in the education system. 88% of secondary schools are vocational schools and of these, as mentioned earlier, agricultural schools are the most numerous, accounting for 77% in all. Furthermore, the range of vocational schools is extensive (see above).

Two aims are pursued: the training of skilled workers and preparation for higher education. Experience has shown that it is not possible for one school (or rather one curriculum) to achieve these two aims. The length of courses varies from two to three years according to subject (see appendix). One or more specialist subjects are studied.

As a rule, pupils cannot continue into higher education. However, the ministry determines the specific conditions diploma-holders need to meet to enable

them to continue their studies at the higher level. In addition, it is the Ministry of Education, in collaboration with the Ministry of Labour and any other ministries concerned, which determines the subjects to be offered in vocational schools.

The high level of general culture that is taught and the priority given to technical theory to the detriment of practical training (80% compared with 20%) means that the second aim, namely the training of skilled workers, is neglected. Furthermore, pupils attending vocational schools are usually those who achieve poor results during compulsory education and who are unable to follow the teaching of theory. As a result, the performance of vocational schools is very poor. Also, during the communist period, they were required to serve the regime's megalomaniac propaganda, the declared aim of which was to raise the cultural level of the people with scant regard for the actual abilities and needs of the population.

The principal flaw in the "single" vocational school was that practical training was neglected in favour of the teaching of theory, when only a minority of pupils were preparing to go into higher education – a maximum of 5% or 7% in all. Yet firms were obliged to recruit young people whose level of vocational training made them more akin to non-skilled workers than technicians.

In another respect, the trend towards huge establishments dotted about the country in practically every region was ill-suited to the needs of the economy, which was in any case weak. In other instances, vocational schools were built for very small numbers of pupils in quite inappropriate locations and without even the most basic teaching materials.

It was the break with the centralised economy and the privatisation of agricultural land and of several other sectors of the economy that brought these defects to light. There is now an urgent need for fundamental change.

The non-specialised teaching throughout the four-year course in vocational schools has resulted in a complete lack of motivation on the part of trainee skilled workers. In the new situation in which the Albanian economy finds itself it is above all private smallholdings and small businesses that find themselves without the skilled workers they require, and this is true in town and country alike.

There are also serious flaws in the existing vocational education system as regards the training of technicians. Apart from inadequate practical training and a serious lack of training in the new technologies, the field of management is completely neglected, yet this is a subject which is essential for the new businesses that are being created in Albania today.

In some of these schools, especially those offering courses in economics, curricula were designed to meet the needs of a centralised economy. These need to be completely restructured, not only in relation to the subjects they offer, but also with regard to course content, especially where actual technical training is concerned.

The priority development of sectors such as the private commercial sector, which did not exist in Albania in the past, has highlighted a need for vocational schools to prepare students for these new occupations.

Art schools

The aim of art schools is to train pupils in both general and specific areas such as fine art or choreography and in the appropriate financial and commercial skills.

Pupils attending fine art schools study painting, sculpture, etc. Courses last up to five years.

Dance schools train their pupils in classical and modern dance. Here, too, courses are up to five years long.

Specialist art schools train pupils in the related commercial and financial fields.

Other art schools train pupils in the fields of industrial art, commerce and crafts. Courses last a maximum of three years.

Art schools are located mainly in regions with an artistic tradition.

Music schools

These schools train pupils in the art of composition, music theory, musical instruments, the history of music, etc.

2. The restructuring of vocational education

Radical restructuring is proposed so that it can better meet the country's needs. According to the plans, existing schools will be put in one of the following two categories:

– schools in the first category will offer a two- to three-year primary course of vocational training after the period of compulsory education, preparing skilled workers for a whole range of occupations. In parallel with courses in the subjects of the chosen specialisation, the theory curriculum will take general education to a higher level than that achieved during compulsory edu-

cation. Vocational education will take account of the very practical nature of the subject. Pupils will have a choice of vocational subjects. It is hoped that this will assist qualified students to find their way into the labour market. Although the main aim is to train skilled workers, courses will be designed in such a way as to permit the most able students to continue their studies at the higher level;

– schools in the second category will offer four- to five-year courses. The curriculum will be in two parts: during the first two years, emphasis will be on general culture. This will be followed by two or three years of technical vocational training. Technicians trained in this way will be capable of managing small and medium-sized businesses in agriculture, commerce, industry or tourism, while the most able students will go on to university.

Schools offering primary courses will be indispensable in Albania in the current economic situation. Small private farms and the labour market in urban communities require skilled workers, trained in the modern techniques being introduced throughout the country.

The most important of these restructured schools will be agricultural schools. This is because two-thirds of the population lives in rural areas and is mainly involved in agriculture and also because agriculture in Albania is undergoing a process of radical transformation following the privatisation of land.

New teaching materials have been prepared for vocational schools teaching agriculture and steps have been taken to set up pilot colleges. In addition to training the farmers of the future, equipping them for agricultural production and stock-rearing, these schools will also teach the know-how necessary to run small farms. Technical assistance with these transformations is being provided by a number of American agricultural colleges and several American and European associations.

For the reform to be successful, a number of other conditions need to be met:

– the teachers and administrators of these restructured schools will have to be trained. This will be for the universities and pilot colleges, with classes and seminars organised to this end. Advantage will be taken of the experience of western countries in particular and of the aid which is available through bilateral programmes and agreements and through the regional programmes of the European Union;

– schools will need to be provided with the necessary equipment and teaching aids;

– in co-operation with the Ministry of Labour, it will be necessary to determine how many specialists are required for each sector of economic activity, both immediately and in the long term.

3. Technical schools

The aim of technical schools is to foster the intellectual development of students and to provide technical courses in areas such as agriculture, industry, commerce, management, tourism, maritime professions, etc.

The curriculum of the first two years is almost identical to that of the first two years of high school.

Courses usually last five years. On leaving, pupils may continue their studies at university or at a college of higher education.

4. Special education

Special education is designed to meet the educational needs of children and young people with mental or physical disabilities. Handicapped children who are unable to attend normal state schools can be admitted to special institutions or schools with special classes. However, admission depends on the availability of places. It is the aim of special education to equip these pupils with the necessary basic knowledge and to help them to develop skills that will enable them to integrate to the best of their ability into society and the world of work.

5. General secondary education

The principal objective of the first two years of general secondary education is the acquisition of general knowledge, skills and the education necessary to enable pupils to continue their studies or find employment. In the last two years, pupils consolidate and extend their studies in order to be able to go on into higher education or they undertake a vocational course.

High schools offer optional courses and subjects and vocational disciplines in parallel with a general education. The different options are defined by the ministry.

The restructuring of secondary education

Article 49 of the draft Constitution of the Republic of Albania ("right to education") provides as follows:

– "everyone has the right to free education for eight years;

– general secondary education is open to all;

– vocational secondary education and higher education shall meet professional criteria;

– pupils and students have the right to attend private schools."

The new education act makes provision for:

– general secondary education;

– technical secondary education;

– vocational secondary education;

– artistic secondary education;

– special secondary education.

All citizens have the right to attend a state secondary school upon completion of the eight-year period of compulsory education.

The aim of secondary education shall be the integral and harmonious development of pupils' skills and personal qualities to enable them to make an active contribution to the economic, social and cultural development of the country.

Secondary education is also designed to equip the younger generation to continue their studies at university or in other higher education establishments or to find employment in any of a number of occupations.

6. Teachers

Secondary schools are administered by a director and one or more assistant directors. In large schools with three- or four-form entry, pedagogical advisers are appointed from the best teachers of each discipline. These advisers have no administrative function.

An accounts secretary completes the school's administrative team.

The director is responsible for:

– overseeing the application of legislation and regulations;

– ensuring that the school is supplied with teaching materials (textbooks, in particular);

– chairing the pedagogical council;

– controlling and supervising the educational process;

– allocating teachers' timetables;

– appointing class tutors;

– monitoring the pastoral work of teaching staff;

– co-operating with other schools or institutions in Albania and abroad in the context of educational exchanges;

– managing school funds and administering the budget;

– taking administrative and disciplinary measures with regard to teaching staff and recommending promotion or disciplinary action.

As a rule, half of the director's time is devoted to management activities (administration, matters concerning the budget, equipment and maintenance, teaching resources, heating, etc.).

Pedagogical advisers for the different disciplines organise and direct the in-service training of teachers throughout the year. They help with pedagogical and didactic problems. They assist and supervise their teacher colleagues for four or five hours a week and in return their teaching commitment is reduced by four hours.

Directors, assistant directors and teachers are appointed by the Education Office for the region, which is also responsible for appointing pedagogical advisers, on the proposal of the director of the school.

Secondary teachers are trained at university, where they follow a four-year course of higher education after twelve years of compulsory and secondary education.

In vocational schools, each discipline is taught by a university graduate in that discipline. These teachers acquire their teaching skills at specially-organised classes and seminars at the school to which they are assigned.

In primary and secondary schools, approximately 15% of teachers are not university graduates, although this percentage is higher in the regions of the north west. Moreover, the percentage of non-graduates has increased in recent years because many teachers have fled abroad.

Secondary teachers have a teaching commitment of twenty-two hours a week and earn approximately US$25 a month (1992 figures).

Teaching appointments are either permanent or part-time. Part-time teachers are paid by the hour. To date, there are no fixed-term posts, but it is anticipated that such appointments will be introduced in the future.

Teachers must take responsibility not only for the curriculum, but also for the pastoral care of the class for which they are responsible. At the same time they undertake to co-operate with pupils' parents.

Teachers who are appointed as pedagogical advisers observe the teaching of their discipline in class and direct the teaching methods and in-service training of teachers of the discipline in question.

The study of modern languages is introduced at the compulsory education stage and continues throughout secondary school and the first two years of university. English, French and Russian are the principal languages taught and three hours a week are devoted to their study. There has been an increase in the percentage of pupils studying foreign languages as a result of the new political and economic climate and the motivation to learn a foreign language has been given new impetus as the country has opened up to external influences.

In recent years, new secondary school textbooks have been prepared in which great importance is attached to authentic source material. Textbooks include sections designed to assist pupils in their individual work.

The study of modern languages is compulsory, with some schools offering a second language such as Italian or German.

7. The school as an entity and as a community

School takes up a large part of young people's time, but its role is not limited to teaching. It also gives them the opportunity to get to know one another, make friends and strengthen personal ties. A questionnaire distributed to pupils at different stages of secondary school included the question "Why do you go to school?". One of the most frequent answers was "because we meet our friends there" or "because we like to talk with our friends".

Many pupils consider this an important factor in making school attractive. For some pupils, education as such is not their main objective.

During the communist era, extracurricular activities were treated as an integral part of education. Such activities were directed by the appropriate teacher if they took place at school and by the youth organisation if they took place outside school.

In recent years, such activities have become rare and have disappeared completely in some schools. Nevertheless, young people continue to celebrate their birthdays at school, to organise excursions, outings, theatre visits, etc. The few discotheques that have opened in Albania recently are not much fre-

quented by young secondary school pupils because the financial circumstances of their parents simply will not permit this. However, it is worth mentioning that such activities are now organised on a voluntary basis by young people themselves, unlike during the communist regime.

Leisure activities used to be organised by cultural centres and youth clubs where young people could spend their free time, but during the present transition period many of these have closed down, mainly as a result of acts of vandalism, which are now so common.

In another connection, young people are now actively participating in religious activities; many belong to political organisations and associations. Young people are also now taking the initiative for artistic and sports events, which in the past would have been organised by the schools.

The events of recent years have completely changed the climate surrounding relationships between young people themselves and between them and their teachers. Relationships have become more human and more democratic. However, the democratisation of relationships at school has also had negative consequences. The transition period is often marked by unacceptable behaviour, by a complete lack of discipline, by unacceptable attitudes and behaviour towards teachers – and sometimes, too, on the part of teachers towards their pupils. It may be, however, that this deterioration of relationships and behaviour is only temporary, and stems from the fact that the order and discipline that reigned until recently were imposed, but not genuinely accepted. In time, common sense will prevail, bringing about a climate more conducive to order and discipline, which will be seen as indispensable elements for the smooth running of the educational process.

The participation of teachers in the few activities that are organised in schools at present is very limited or non-existent. Teachers have turned their backs, so to speak, on the extracurricular activities of their pupils. But this, too, is probably no more than a temporary problem. It is difficult to imagine the teacher's job being limited strictly to teaching.

The decline in the number of pupils attending secondary school, particularly in rural areas, is closely linked to the privatisation of land and stock-rearing. Parents now get their children to do small jobs on the farm. However, in towns, too, there is a lack of interest in school. The reasons are only partly financial; they are also due to the general lack of commitment accompanying the transition.

Fines for failure to attend school can only be imposed in respect of compulsory education. At secondary level, the school is powerless in this respect.

8. Problems and perspectives

One of the main problems that Albanian education is facing is the decline of numbers of pupils in secondary technical and vocational education. Between 1980 and 1992 there was a decrease in enrolments from approximately 140 000 to fewer than 40 000 pupils. The previous regime had set everything on the development of technical and vocational schools, to the detriment of general secondary education. The recovered freedom led in Albania, as in many other central and eastern European countries, to a rapid increase of enrolments in general education and to the equally rapid decline of those in technical-vocational education. The scarcity of jobs for graduates from these branches has greatly contributed to the unpopularity of technical and vocational education with parents and pupils.

The disparities between the cities and the rural areas in terms of enrolments in secondary education have in the past year increased. Lack of resources and in particular of suitable school buildings is just one of the causes. In the agricultural areas, parents often do not see the benefit that their children could draw from prolonged education and young people, even below the minimum leaving age, are frequently employed in their parents' small business or farm.

Nevertheless, the government aims at increasing enrolment in secondary education to 95% of basic school-leavers in the year 2000, as compared to about 85% at present. On the other hand, major efforts are being undertaken to modernise secondary programmes. The provision of secondary education in the rural areas will be improved and extended.

Increased participation in secondary education will further increase the pressure for admission to higher education and necessitate in its wake a reform of higher education from a highly elitist and rather monolithic to a more open and democratic as well as a more diversified system.

Appendix

1. General comments

During the year 1991-92, the following facilities were vandalised, destroyed or occupied by the inhabitants of towns and villages:

- 29% of kindergartens;
- 55% of buildings for 8-year compulsory education;
- 60% of elementary school buildings.

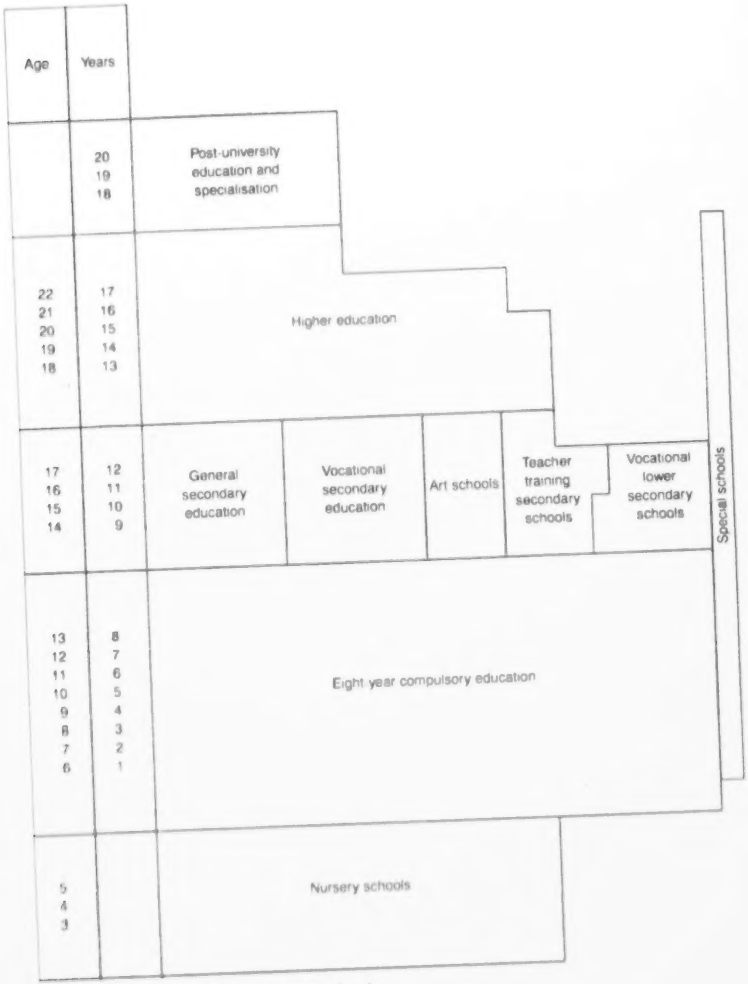
Teaching materials, classrooms and laboratories were damaged.

The number of pupils giving up school was 8,4% up on the average for previous years.

In many cases pupils were not given textbooks; only one-third of essential textbooks were made available for compulsory education.

A similar situation prevails in secondary education.

2. Structure of the school system (during the first months of 1993)



N.B.: To date, Albania has no private schools.

3. Number of secondary schools

General secondary schools	60
Agricultural secondary schools	400
Industrial secondary schools (engineering, electricity, technology, oil, mining, etc.)	60
Medical secondary schools, teacher training colleges	55

4. Number of pupils in basic education and in secondary education

Year	Basic education (8-year)	Secondary day school	Secondary night school
1986/87	533 255	117 409	63 311
1987/88	536 244	124 420	64 045
1988/89	541 761	131 495	62 629
1989/90	546 176	139 495	63 571

Percentage of children in secondary education

1986/87	1987/88	1988/89	1989/90
61%	66%	70%	73%

5. Eight-year compulsory education curriculum (Classes I to VIII)

No. of Disciplines	Class	I	II	III	IV	V	VI	VII	VIII
	Week	34	34	34	34	34	34	34	33
Albanian language		-	6	6	6	4	3	3	3
Albanian literature		11	5	5	4	3	3	3	3
Modern languages		-	-	-	-	3	3	3	2
History		-	-	-	2	2	2	2	2
General sciences		-	-	2	2	3	-	-	-
Geography		-	-	-	-	1	2	2	2
Mathematics		6	6	6	6	5	5	5	5
Physics		-	-	-	-	-	2	2	2
Chemistry		-	-	-	-	-	-	-	3
Biology		-	-	-	-	-	2	2	2
Civics		1	1	1	1	1	1	1	1
Drawing		1	1	1	1	1	1	1	1
Music and singing		1	1	1	1	2	2	2	2
Physical education		2	2	2	2	2	2	2	2
Practical (manual) work		1	1	1	1	1	1	1	1

6. General secondary education curriculum

No. of disciplines	Classes			
	I	II	III	IV
	Lessons per week			
Social education	2	2	-	-
Introduction to economics	-	-	2	-
Introduction to philosophy	-	-	-	-
Literature	4	4	4	4
Modern languages	3	3	3	3
History	2	2	3	3
Geography	3	2	2	-
Mathematics	5	4	5	5
Physics	3	3	3	4
Biology	2	2	2	2
Chemistry	2	3	2	2
Astronomy	-	-	-	1/2
Technical drawing	2	3	-	-
Mechanical engineering	-	-	3	-
Physical education	2	2	2	2
Electrical engineering	-	-	-	2
Total	30	30	31	29/30

7. Vocational education curriculum (three years)

Specialisation: general engineering

No. of disciplines	Classes			
	I	II	III	Total Hours
	Lessons per week			
General subjects	17	15	6	1 237
Literature	3	2	-	169
Modern languages	2	2	2	188
Social education	2	2	-	134
Mathematics and computer studies	3	3	2	265
Physics	3	2	-	169
Chemistry	2	2	-	134
Physical education	2	2	2	188
Vocational subjects	8	14	18	1 214
Technical drawing	4	4	-	268
Engineering technology and basic repairs	4	4	4	376
Mechanical engineering	-	2	3	145
Thermal and hydropneumatic equipment	-	2	3	145
Cars and tractors	-	2	3	145
Electrical engineering and industrial electronics	-	-	3	81
Management, law and economics	-	-	2	54
Vocational experiences				1 338
During theory classes	1	1	2	726
Grouped in weeks	3	6	8	612

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It constitutes one part of a series entitled "Guide to secondary education in Europe" developed as part of the project "A secondary education for Europe".
The aim of this series is to make accessible to the public not only a systematic and coherent exposition of the educational systems and traditions in all signatory states to the European Cultural Convention, but also to outline the essential problems these systems are facing at the present time.
Each book has been written by an expert from the country concerned on the basis of a questionnaire. The questionnaire was drawn up by Denis Kallen who has both co-ordinated the series and undertaken the editing of each text in collaboration with the author.
Given that this is an area in which changes take place particularly quickly and that the translation, revision and publication of the manuscript require a certain amount of time, there will be an opportunity to publish updated information for the final conference of the project in 1996.

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